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ABSTRACT

General types of faculty development programs described in the literature since 1970 are reviewed. The review is organized into four sections that deal, first, with theories and general assumptions about faculty development programs, and, next, with the various statistical surveys conducted. Third, examples of research-based models for staff development and inservice education are discussed, followed by an examination of articles that describe various programs and strategies that have been implemented. A 34-item reference list is appended. (MLF)

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Strategies for Faculty Development, K-12:

A Review of the Journal Literature

by

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Strategies for Faculty Development K-12:
A Review of the Journal Literature

Introduction

The investigator has examined the recent journal literature concerning faculty development strategies because she firmly believes that schools must nurture the professional and personal growth of their teachers in a systematic manner. These are essential if teachers are to meet future curricular and social needs of American students. The preventative measures provided in a well organized faculty development program would help alleviate the teacher "burn-out" syndrome which is the subject of much current interest. Furthermore, faculty must receive encouragement to remain in a profession which has come under sharp attack in the 1980's.

The reviewer is particularly interested in faculty development strategies employed in secondary private schools since she has worked for six years in such a setting. Since relatively little material from this sector could be found, literature of both public and private schools at the primary and secondary levels was examined. In order to narrow its focus, this review dealt with general types of faculty development programs and did not investigate those concerned with more specific aspects of education such as bilingual and special education programs.

The sources of the review were identified by a computer search of entries in the Educational Resources Information Center (ERIC) data bank since 1970. A hand search through the Current Index to Journals in Education (CIJE) from January 1983 through May 1984 furnished useful examples of the most current literature.

Two journals, Educational Leadership (October 1982 issue) and Contemporary Education (Spring 1978 issue), each devoted an entire issue to staff development and stretegies. These issues provide an interesting overview of the subject. The wide range of topics and quality of both writing and research give the reader a broad sample of the available literature. The National Association of Independent Schools (NAIS) published a very useful handbook (1) on teacher renewal and development. Along with a number of articulate articles, the handbook provides valuable information concerning graduate programs, grant and fellowship opportunities, and teacher exchange programs; it proposes ideas for inservice workshops; and it furnishes teacher center addresses along with an extensive bibliography.

While reviewing the literature, the lack of clearly defined terminology became apparent. Many authors use the terms "faculty/staff development" and "inservice programs" interchangeably or fail to define them at all. The ubiquitous phrase "teacher burn-out" was also rarely defined in an adequate manner. E. L. Dale (2) wrote a brief but constructive article on this very problem and developed his own definitions. He draws a distinction between the terms "staff development" and "inservice education" stating that:

> Staff development is the totality of educational and personal experiences that contribute towards an individual's being more competent and satisfied in an assigned professional role.

Inservice education, one of the several functions of staff development, involves:

> ....improving skills; implementing curricula, procedures; expanding subject matter knowledge; planning and organizing instruction; and increasing personal effectiveness.

Rogus (3) more narrowly defines staff development as "all activities carried out by district or school to promote staff growth and renewal." Unlike Dale, he specifies what institution(s) implement the programs and places less emphasis on the individual's sense of satisfaction. Rogus does agree with Dale that inservice education is part of an overall staff development program. Two authors, Buethe and Williams (4) indicate inservice education begins after teacher certification, a distinction not mentioned by the previous writers.

In this paper, the terms "faculty development" and "staff development" will be used interchangeably, and Dale's definitions of staff development and inservice education will be utilized.

The review is organized into four sections which deal, first, with theories and general assumptions about faculty development programs and, next, with the various statistical surveys conducted. Third, examples of research-based models for staff development and inservice education will be discussed, followed by an examination of articles which describe various programs and strategies which have been implemented. The latter are based upon the authors' experiences rather than actual research.

General Assumptions and Theories

In examining the general assumptions concerning faculty development, very few journal articles clearly establish the rationale for such programs. There are, fortunately, some exceptions (3,4,5,6). Barter (5) develops the best theoretical framework citing six socio-economic factors and specific aspects within the teaching profession which make the development and/or rejuvenation of teachers necessary.

He and Orlosky (6) cite studies which show that the success of a school's instructional program depends on the quality of student-teacher interaction, thus justifying the maintenance of staff quality. Barter also notes the decline in the status of teaching as a profession and the increased difficulty of attracting qualified college students to the profession. This is further complicated by the growth of job alternatives for talented women who in the past had entered teaching. These and other factors are seen as leading to less turnover. Thus, an older staff (2,3,4) must be retrained to meet new curricular demands since replacements will be more difficult to find. Barter's interesting article was weakened by his failure to cite those studies whose results he summarized.

Many writers concur that the success of staff development programs is enhanced by the inclusion of adult learning theory (3,7,8) and clinical supervision (9). Wood and Thompson (7) cite recent findings based on Piaget's theories that adults learn best through experiential learning. Secondly, they find that adults like to learn in an informal setting where social interaction can occur. Fonzi (10) vigorously attacks the validity of these theories and sharply questions the team's research after further examination of their sources. In their defense, Thompson and Wood (8) qualify their original statement that "research tells us adults learn best through concrete experiences", and in the second article they claim "not all adults function at the formal operational stage all the time, justifying the use of experiential learning for inservice workshops..." - a considerably weaker stand. In the concluding paragraph of the article, the team rather inadequately defends the second theory concerning the role of informal settings to promote adult learning.

Other articles draw on the authors' experiences as administrators and educators. Several emphasize the necessity of positive leadership from the principal and a clear commitment from the administration, trustees, and school board to the concept of faculty development (3,11,12,13). An Australian (11) wrote one of the most convincing research-based articles examining the American educational system. Smyth clearly defines his operational terms and thoroughly describes his sources. He notes principals have exchanged pedagogical leadership for a role as plant manager. Smyth articulately outlines the principal's role as a knowledgeable colleague and as an educational leader who must "spearhead school-based staff development." (14).

After discussing the need for staff development, another author furnished a practical and thoughtful checklist to guide principals through the various stages of a formal staff development program (3).

An overwhelming number of articles, whether based on research or on educational experience, stress the necessity of systematic staff development to ensure long-term professional growth. Furthermore, many authors believe that these programs should reflect the professional needs of the individual teacher and of the school (3,4,7,9,12,13).

There are, however, dissenters who question the validity of the whole process of staff development unless certain issues are first addressed. Carmichael (15) calls staff development "an odious concept" and feels that the self-development of the principal is required before progress can be made. This view further supports the role of the principal in the educational process which was described earlier.

Another author (16) attacks the assumption that improving the work environment will lead to higher productivity in American society. Davis observes greater attention should be paid to the root of low productivity in the United States; the social environment outside the company. He identifies a number of factors in our social environment which weaken worker motivation and productivity. Among these, Davis notes the decline of the work ethic and the increased desire for leisure on the part of the work force. Workers are no longer "modern heroes" whose industry once earned them a respectable place in society. Inflation eating away the purchasing power of a worker's paycheck as well as a tax system which penalizes hard work present other disincentives. Davis stresses that both the social and work environment must be improved to enhance productivity. In his thought-provoking analysis, Davis admits his theory is based on opinion, and he did not present solutions to the problems which he perceives in our society.

Statistical Surveys

The second part of the review presents statistical surveys conducted to assess the need for staff development and polling of participants on the topics they wish to have included in programs they attend. Generally, articles on faculty development strategies advocate the consultation of participants so that the program meets staff needs and that the participants are more committed to their particular inservice programs (3,4,13,17,18). However, very few report the results of such surveys, and two articles question the validity of consulting only the staff (19,20). In a clearly

described survey conducted in Fairfax, Virginia, Auton et al. had secondary school teachers rank the level or need/interest in 71 topics that might be included in a staff development program. Topics such as "increased computer literacy" received low ratings; however, the authors felt these areas were essential components of a sound program (21). They concluded that the administrator must balance staff input with the concerns and needs of society at large.

Jones and Hayes (20) reach similar conclusions in their survey of 86 teachers in mid-Atlantic urban schools. They sought to determine the extent to which teachers' perceptions of needs corresponded with actual knowledge and understanding of instruction. They asserted that, too often, faculty development programs address the symptoms and not the source of teacher needs. Determining the legitimate needs of a staff and receiving statements from teachers about their concerns are often two different tasks. Both articles include clear definitions of the terms, carefully conducted surveys, and lucid presentation of the data; and both are examples of sound research which is frequently lacking in many articles.

In a questionnaire on personnel evaluation and professional development (22), Kemerer examines trustee, faculty, and administration attitudes concerning the validity of professional development programs and specific development strategies. Acknowledging the informal nature of the survey and the relatively small number of responses, the author (23) notes that ambiguity exists among faculty and administrators as to the purpose and benefits of a professional development program.

Research-based Models for Faculty Development Programs

Griffin (24) performs a valuable service by reviewing selected research-based studies from 1971-1982. After defining his terms and delineating the parameters of his review, the author notes the lamentably small number of studies which were "conceptually sound" and which used "rigorous research" methods. He also presented three intriguing reasons for the paucity of such studies. The author concludes his review with eight staff development strategies drawn from the research studies he selected.

Two articles by McCarthy and Summers (25,26) represent good examples of sound research. McCarthy developed a program incorporating CBAM (Concerns-Based Adoption Model) which examines the "stages through which people appear to move when involved in innovation" with 4Mat, her own model based on right and left mode learning styles (27). CBAM has received endorsement by others, and Griffin (24) noted the important implications of this model for staff development. The McCarthy article is written in a lucid manner, and various charts further clarify the cyclical nature of her model.

Only one example could be found where the author and others not only created and implemented a competence-based staff development program but also hired outside consultants to evaluate the benefits of the model. Summers thoroughly discussed the study which tested the impact of project ESCAPE on pre-service and inservice teachers in several specific areas. Noting the limits of the survey and certain drawbacks of the program, the independent consultants found a statistically significant difference favoring the model over the traditional teacher college development programs for primary and secondary school teachers.

Mohlman's article (17) typifies work that is singularly lacking in objectivity and scholarly writing. Her self-laudatory, breezy style undermined the seriousness of her research. Furthermore, the author frequently cited her own works throughout the article. An article written by Wood et al. (28) falls somewhere in-between the standards set by McCarthy and Summers and by Mohlman. Here the authors develop and describe their research-based model and then conduct their own survey among practitioners and professors of staff development programs to assess their support for the 38 steps in his RPTIM model. Burying important statistical information such as the survey's sample size in the footnotes did not enhance the readability of this article. Nor was the survey particularly useful for it only surveyed support for an untested model. Although the authors study concluded their model had validity, the impartiality of an independently conducted survey would have been more convincing.

One research-based study (29) concluded that few teachers would probably use instructional innovations presented in an effective training program once the program ended. This study has profound implications for the field of staff development. Drawing on the CBAM model and other adult learning theories, Vacca and Glove meticulously describe the components of their study in which 24 reading content teachers in a large urban school district implemented the particular set of innovations which had been presented and demonstrated to them over a two year period. Despite the use of effective staff development strategies, significantly few changes in instruction occurred. The authors then cite six factors which seem to affect the adoption of new methods and proposed three ways to increase the likelihood that teachers will adopt and refine instructional innovations to

suit their needs. This study was particularly noteworthy for its clarity of definitions and objectives as well as for its relevance.

Applied Faculty Development Programs and Strategies

A variety of strategies appear in articles discussing specific programs which have been implemented and which are based upon the authors' experiences and are less research-oriented. Some of these strategies include tuition assistance for continued education, various inservice workshops that take place during the school day, the use of summer vacations to provide new intellectual experiences for teachers, sabbaticals and travel grants, teacher exchange programs, and teacher involvement with adult education and with the community (1,5,18,30).

In establishing a perspective of the area of faculty development, the NAIS handbook (1) reiterates that the administration must be active throughout the whole process and emphasizes that teachers must be given adequate time to exchange classes and ideas. As noted earlier, this handbook not only provides various resources for faculty development programs but also presents programs currently in effect at three independent secondary schools. Once contributor, Charles F. Dey, insists that private schools be willing to help faculty attain greater financial independence and permit them to pursue various career paths. Dey argues that such teachers would furnish better role models for their students. He suggests that schools loan funds to assist the part-time business ventures of their faculty helping them develop a variety of career interests.

After clearly justifying the need for faculty development, Barter (5) then describes thirteen specific activities which his

New York City independent school employs to "rejuvenate" its teachers. These include a formal evaluation program, various funds for continued education, workshops, and travel; and teacher exchange programs. The publicaton of a professional journal by the teachers and a faculty cultural fund in which the parents' association provides faculty with tickets to various cultural events were among the more interesting strategies mentioned.

Another writer (31) continues in this vein and outlines a variety of approaches employed in staff development and why many teachers view these programs as wasteful. He then provides useful suggestions for finding the resources to fund inservice programs, a concern which plagues many administrators.

One of the main problems cited by both organizers of staff development programs and participants is the lack of time teachers have to attend workshops, practice the innovations they learn, or to exchange ideas with colleagues (1,5,18,29). A number of suggestions to alleviate this time constraint include the hiring of college students to serve as teacher aides and substitutes and the arrangement of some form of release time (7,24). One school developed "brown bag" seminars where workshops are periodically scheduled during lunch time (18).

Many articles assert that a weakness of these programs is that professional development is not included in personnel policy or teacher evaluation (1,3,5,11,13,23). Kemerer (32) states that without this link, professional development programs are only "a kind of low-cost fringe benefit" with only modest returns to both school and teacher.

Teacher centers represent another strategy (4,6). Orlosky (6) provides a particularly useful overview in which he discusses how teacher centers can train new staff and provide continued education. He then describes six minimum requirements needed to develop a center and how teachers and the centers can benefit from one another.

Several articles (1,12,33,34) advocate applying business practices such as quality control to education. One intriguing article described a twenty-two week program in which an American literature and history teacher served as an intern at a major corporation (34). Green points out similarities and differences between business and education. The author hopes that the business world will draw on the resources of the academic community and that teachers' heightened understanding of the strengths and weaknesses of the free market will be transmitted to students, many of whom may enter business later in their lives.

Conclusion

This review of the literature of faculty development strategies found articles that varied greatly in both quality of writing and in the use of statistical research. All too frequently, the rationale for staff development was never articulated and terms were not defined. However, some promising research-based models have been developed and implemented.

Several areas of literature should be developed further. A continued and more thorough examination of adult learning theory and its application in staff development is necessary to resolve conflicting viewpoints. The private school literature is particularly weak on this issue. There is also a paucity of material discussing the usage of research-based models for staff development in the independent school journals.

Sound statistical research should be used to analyze whether faculty development programs are indeed beneficial and if so, who derives the maximum benefit - the school, teachers, and/or students. Often writers assume that these programs are helpful but do not provide the statistical evidence or theoretical rationale to support their position. The testing of inservice models by objective outside consultants as practiced by Summers (26) would enhance the credibility of the program in question.

In examining the literature, private schools seem to have a greater interest than the public schools in learning from the business world. Schools should study the successful training and career development programs which various corporations have implemented. Further investigation of the possible relationship between academia and Wall Street should be encouraged. Both sectors tend to overlook the valuable pooling of resources and exchange of skills and concepts which could result.

Above all, schools must continue to examine new ways to attract, stimulate, and retain their most valuable resources - their teachers. Given the crisis in American education, the implementation of successful and systematic faculty development programs should be considered one of the top educational priorities of the 1980's.

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